

Arts Integrated Lesson Plan



ART FORM:
Music



SUBJECT AREA:
Reading/English
Language Arts

Lesson Title:
Composing and performing a song based on literature

Grade:
2

Contributor, School:
Anne Lee, Mt. Rainier Elementary School

Time Frame:
150 minutes

State Curriculum Content Standards, Indicators, Objectives

Music Content Standard(s)

1.0 Perceiving, Performing, and Responding:
Aesthetic Education
Students will demonstrate the ability to perceive, perform, and respond to music.
3.0 Creative Expression and Production
Students will demonstrate the ability to organize musical ideas and sounds creatively.

Reading/English Language Arts Content Standard(s)

1.0 General Reading Processes
Students will use a variety of strategies to understand what they read (construct meaning).

Music Content Indicator(s)

1.2 Experience performance through singing, playing instruments, and listening to performances of others.
1.4 Experiment with standard and individually created symbols to represent sounds.
3.2 Develop the ability to compose and arrange music by experimenting with sound and the tools of composition.

Reading/English Language Arts Content Indicator(s)

Topic E: General Reading Comprehension
1.4 Use strategies to demonstrate understanding of the text (after reading).

Music Content Objective(s)

1.2.d Demonstrate the ability to maintain a steady beat through singing, speaking, and playing classroom instruments.
1.4.b Experiment with standard and non-standard notation in aural and visual examples.
3.2.a Interpret iconic representation for sound in sound pieces and song accompaniments.
3.2.b Create simple rhythmic and melodic patterns, using the voice or classroom instruments.

Reading/English Language Arts Content Objective(s)

1.4.a Review/restate and explain what the text is mainly about.
1.4.b Identify and explain what is directly stated in the text (details, literal meaning).

Objective(s) (Connecting the content areas)

Students will create simple rhythmic and melodic patterns to be used in an original song based on their understanding of literary text.

Key Arts Vocabulary

rhythm, meter, downbeat, upbeat, pitch, melody

Reading/English Language Arts Vocabulary

syllable, character, plot, theme, noun, action words, describing words, summary

Prior Knowledge Students Need for This Lesson**Arts**

Students will have experience singing simple, well-known melodies and playing classroom rhythm instruments.

Reading/English Language Arts

Students will have read the book, be able to identify the characters, and have a general idea of the plot.

Materials and Resources**Materials and Resources for the Class**

- *From Caterpillar to Butterfly* by Deborah Heiligman

Materials and Resources for the Teacher

- Classroom rhythm instruments
- Glockenspiel
- Pitch and rhythm cards

Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)**Motivation/Warm-up**

- Students will perform a steady beat (quarter notes) on rhythm sticks, gradually adding the singing of quarter and eighth notes on unison pitches.

Modeling

- Demonstrate examples of beat (quarter notes) and subdivision of the beat (eighth notes).
- Two pre-selected sentences from the book will be read to a steady beat performed on a rhythm instrument, assigning one beat to each one-syllable word. Words with more than one syllable will be spoken using eighth-note rhythms. The teacher will assign pitches, using the pentatonic scale, to the chosen sentences to form a simple melody using appropriate expression.
- Long and short lines will be drawn to indicate quarter and eighth notes.
- The teacher will ask students to reflect upon appropriate and inappropriate expression for the chosen sentences.

Guided practice

- In small groups, students will write original sentences related to a character or idea expressed in the book. One statement should reflect what the author is directly telling the reader about plot, characters, or setting. One should be a statement that reflects what the author is implying about the plot, characters, or setting.
- Students will identify the number of syllables in each word and assign the subdivisions of the beat based on the placement of the accent in a word with more than one syllable. Students will use long and short lines to indicate note values.
- Students will use the pitches of a pentatonic scale to create a melody for the song that expresses the mood of the lyric.
- The teacher will circulate and assist in the process as needed.

Independent practice

- The groups will perform their songs for the class by singing, using rhythm instruments and optional glockenspiel, with appropriate musical expression that maintains the mood of the text.

Closure/Summary

The lesson objective of the day will be revisited, and the concepts and vocabulary words will be reviewed in a brief quiz-show format.

Assessment (Description/Tools)

- _____ Student's statement #1 reflects what the author has directly stated about the setting, characters, or plot.
- _____ Student's statement #2 reflects what the author has indirectly stated (implied) about the setting, character, or plot.
- _____ Student's composition uses correct note values to indicate the rhythm of the text.
- _____ Student plays rhythm correctly while maintaining a steady beat.
- _____ Student's composed melody or melodic pattern reflects the mood of the lyric.

Lesson Extensions

- The composition process could be used to make inferences from the book using different characters' points of view. Alternatively, groups could work on different parts of the book to create a sequence that can be performed as a musical.
- The students' works could be compiled in an illustrated songbook with student-generated narrative summaries inserted between the pieces. Students could decide which sound effects would enhance the narrative texts in a performance.